GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

EDUCATOR NOTES

TYPE OF TASK: RESEARCH

SUBJECT	:	**GEOGRAPHY**
CODE	:	**GEOG**
GRADE	:	**12**
TERM	:	**TWO**
TIME PERIOD ALLOCATED	:	**Term 1 and 2**
CAPS WEIGHTING %	:	**15**
DATE OF IMPLEMENTATION	:	**2026**
TOTAL	:	**100**

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INSTRUCTIONS AND INFORMATION:

GUIDELINES and RECOMMENDATIONS FOR IMPLEMENTATION ON CONDUCTING A RESEARCH TASK IN GRADE 12 IN 2026:

NOTE TO THE EDUCATOR:

1. The Research task is guided by the CAPS policy page 59 – 60, point 4.7.2 Assessment in Geography. The following points are listed for consideration:

Assessment in Geography – some points to consider

Assessment in Geography should be guided by:
- knowing and understanding geographical content.
- working with data (from a variety of sources); and
- making judgements and decisions.

Knowing and understanding geographically
Learners should be able to demonstrate knowledge and understanding of:

(a) the wide range of physical and human processes that contribute to the development of:
- physical, economic, social, political and cultural environments; and
- spatial patterns and spatial interactions.

(b) the inter-relationships between people's activities and the total environment and an ability to seek and offer explanations for them;

(c) the importance of scale (personal, local, provincial, national, continental and global) and how spatial distributions and working systems interact; and

(d) the changes that occur through time in places, landscapes and spatial distribution.

Working with data (from a variety of sources) Learners should be able to:

(a) ask questions, observe, collect, organise (classify), analyse, synthesise (interpret) and present geographical data;

(b) use and apply Geographical skills and techniques in reading, analysing and interpreting information and data in various forms (verbal, numerical, diagrammatic, pictorial, graphical and digital);

(c) depict information in simple map, diagrammatic and digital forms; and

(d) use geographical data to recognise spatial patterns and interactions.

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Making judgements and decisions Learners should be able to:

(a) reason, make judgements (including evaluating and drawing conclusions) that demonstrate, where appropriate:
- sensitivity to, and a concern for, the environment and the need for sustainable development.
- an aesthetic appreciation of the Earth, including its people, their activities, places, landscapes, natural processes and phenomena.
- an appreciation of the attitudes, values, beliefs and indigenous knowledge systems of others in cultural, economic, environmental, political and social issues that have a geographical dimension.
- an awareness of the contrasting opportunities and constraints of people living in different places and under different physical and human conditions; and
- a willingness to review their own attitudes in the light of new knowledge and experiences; and

(b) recognise the role of decision-making within:
- the physical and human geographical contexts.
- the values and perceptions of groups and individuals.
- the constraints and choices available to decision-makers; and
- the increasing level of global dependence and inter-dependence.

2. The Requirements of the Program of Assessment must be adhered to in terms of time frames as stated in the Management Plan in *Table 1*.

3. Each research activity/process within the Research Task must be allocated a time frame for completion within the phase. A **guideline** of due dates is provided in the Management Plan in *Table 1*.

4. Non-compliance of submissions according to the time frame set CAN result in a zero mark for the candidate for the research activity. (Exceptional cases can be considered at the discretion of the DH and Educator at school).

5. Table 1 must be mediated to all Grade 12 Geography candidates to ensure that they are well informed on the expectations of the research task as part of the formal program of assessment.

6. Due to the challenge we experienced over the last 2 years with plagiarism the task needs to be handwritten on the Research booklet and not typed.

7. The formulation of the HYPOTHESIS will determine the nature and scope of the type of research the candidate will complete. (It is useful to dedicate more time with each candidate in the formulation of the HYPOTHESIS at the beginning to eliminate vagaries and poor methodology during the phases and activities within the research – refer to Table 1).

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8. Every attempt must be made to ensure candidates formulate their HYPOTHESIS within their local environments/area. (It is recommended that candidates be given an opportunity to consider their approaches and accessibility/availability of information before finalising the Hypothesis).

9. The **TASK DESCRIPTION** allocated to this task is TASK 2 (Research) – Formal

10. This is a **COMMON (PROVINCIAL) TASK** for Grade 12 Geography in the Gauteng Province.

11. The **PLANNED TIMEFRAME is the end of TERM 2.**

12. The **TASK TOTAL** is 100 marks.

13. This task is **INCLUDED IN THE SBA YEAR MARK** with a weighting of 15%.

14. A completed rubric MUST accompany every learner's task.

15 **ARTIFICIAL INTELLIGENCE IN RESEARCH TASKS**

Learners may use AI tools (e.g., ChatGPT, Copilot) ONLY for:

- Selecting a research topic and determining its local relevance.
- Generating or updating maps of the study area.
- Language support (translation, grammar checking).
- Structuring data presentation (tables, graphs, diagrams).
- AI must not be used to complete the entire research task.
- Any submission that relies wholly on AI will be considered plagiarism and awarded 0/100.
- Learners must provide evidence of AI use (e.g., screenshots of prompts entered) in Step 1 of the portfolio.
- AI outputs must be acknowledged as a tool in the bibliography, not as a source.

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GAUTENG PROVINCE
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LEARNER NOTES

TYPE OF TASK: RESEARCH

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CAPS WEIGHTING %	:	**15**
DATE OF IMPLEMENTATION	:	**2026**
TOTAL	:	**100**

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INSTRUCTIONS AND INFORMATION

NOTE TO THE CANDIDATE

1. The RESEARCH TASK in Grade 12 is part of the formal assessment program for 2026.

2. The RESEARCH TASK is implemented during TERM TWO starting at the end of TERM ONE in 2026.

3. All dates stated in the Management Plan in Table 1, are stipulated for completion of the step and/or phase. (Only under exceptional circumstances will the educator consider a late submission).

4. The task must be completed on the template attached in the learners' own handwriting.

5. Each step MUST be documented with evidence in the LEARNER PORTFOLIO OF EVIDENCE.

6. **A copy of the RESEARCH RUBRIC must be made available in the LEARNER PORTFOLIO OF EVIDENCE from the date of implementation.**

7. Learners are required to do **field work for primary data** and use already existing data to conduct this research

8. Plagiarism is a type of cheating that involves the use of another person's ideas, words, design, art, music, etc., as one's own in whole or in part without acknowledging the author or obtaining his or her permission. This will be declared as an irregularity and any evidence of PLAGIARISM will be the result of 0/100.

9 **ARTIFICIAL INTELLIGENCE IN RESEARCH TASKS**

The use of AI (e.g. Chat GPT, Copilot) is only permitted in the selection of your research topic to determine the location and severity of your topic in your local area. Evidence of the information you entered in the search box, need to be submitted as evidence in step 1. If your task is done by AI, it will be seen as plagiarism and resulted in 0/100.

Learners may use AI tools (e.g., ChatGPT, Copilot) ONLY for:

- Selecting a research topic and determining its local relevance.
- Generating or updating maps of the study area.
- Language support (translation, grammar checking).
- Structuring data presentation (tables, graphs, diagrams).
- AI must not be used to complete the entire research task.

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- Any submission that relies wholly on AI will be considered plagiarism and awarded 0/100.
- Learners must provide evidence of AI use (e.g., screenshots of prompts entered) in Step 1 of the portfolio.
- AI outputs must be acknowledged as a tool in the bibliography, not as a source.

10. Study the Research Activity and a summary of the requirements for the level descriptor.

11. Study *Table 1* in conjunction with the Research Rubric to gain more insight on the expectations for each activity/process to be completed in the research task.

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***Table 1*: MANAGEMENT PLAN**

Research Activity/Process	Due Date	Marks	Descriptor(s)	Term
Mediation of research	**23-27 March 2026**		**Mediation of the task by Educator:**	
Step 1 Formulation of the hypothesis	13 April 2026	10	Hypothesis (Must be in the form of a statement including –what, where, why who and how and the impact of the geographical issue)	**Term 1 & 2 2026**
Step 2 Geographical Mapping of research area	20 April 2026	10	A5 size or smaller (A map with specific coordinates of the study area drawn to scale with appropriate references)	
Step 3 Background information to hypothesis	24 April 2026	10	A paragraph of EIGHT lines (A description of the location of the area you have chosen with historical and geographical scope of the problem)	
Step 4 Data collection	4 May 2026	10	**Primary or Secondary data collection** (Photographs/Questionnaires **(online)**, **Telephonic conversations/ Test messages, social media (WHATSAPP)**/Correspondence newspaper articles/diagrams/photographs/ periodicals/text, **Internet**)	
Step 5 Data presentation	11 May 2026	10	Presentation of collected data in Graphs/Tables/Written responses, demonstrating nature and scope of data collected	
Step 6 Data analysis and interpretation	18 May 2026	20	Data analysis examines collected data to find patterns and trends, while data interpretation involves assigning meaning to those findings and drawing conclusions.	
Step 7 Recommendations, possible solutions and conclusion	22 May 2026	20	Structured paragraph(s) of approximately EIGHT lines Statement of REJECT/ACCEPT (In a paragraph of EIGHT lines)	
Step 8 Bibliography	25 May 2026	10	The learner used the correct way of referencing and have more than 3 resources. (AI, Textbooks, online journals, newspaper articles etc.)	
Final Submission Total	25 May 2026	100		

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EXAMPLE OF GEOGRAPHY RESEARCH TASK

A HYPOTHESIS TESTING APPROACH TO RESEARCH TASKS IN GEOGRAPHY

Choose a **geographical problem** related to the **content in grade 12** in your **local area**. Use your exam guidelines to assist you:

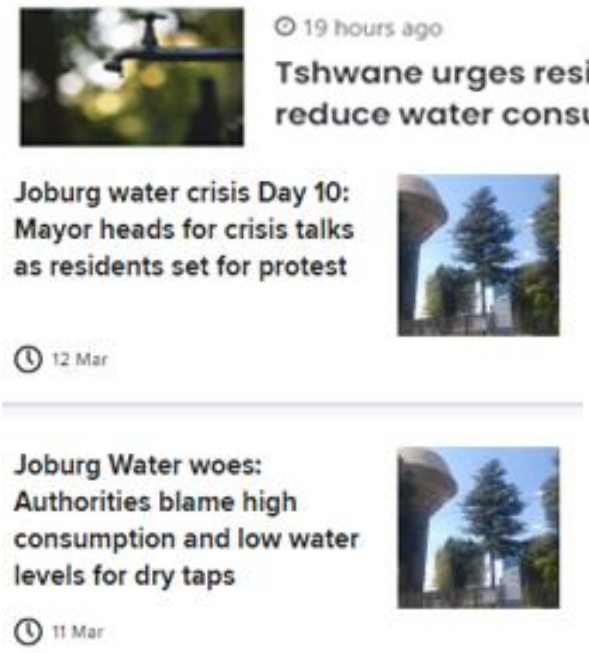
GUIDELINES FOR CONDUCTING A HYPOTESIS

To determine the purpose of your research:

- Determine the purpose of your research by looking at your surroundings, what geographical problems can you identify. For example, every day you travel pass Menlyn shopping centre where you observe the informal sector.
- Go on TikTok and look for the latest news in your area.
- **The use of AI** to determine the severity of the problem in your immediate environment.
- Visit the newspaper online, for example:







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June 18, 2021

Small towns are collapsing across South Africa. How it's starting to affect farming

Wandile Sihlobo, *University of the Witwatersrand*

The collapse of local government in small towns is beginning to affect investment in farming, and the ability of agribusinesses to operate.

Greenpeace

Air Pollution in South Africa: The Silent Killer That Demands Urgent Action

South Africa is the largest emitter of sulfur dioxide (SO2), and also leads in carbon dioxide (CO2) emissions.

22 Nov 2023

Choosing a geographical perspective towards a Hypothesis:

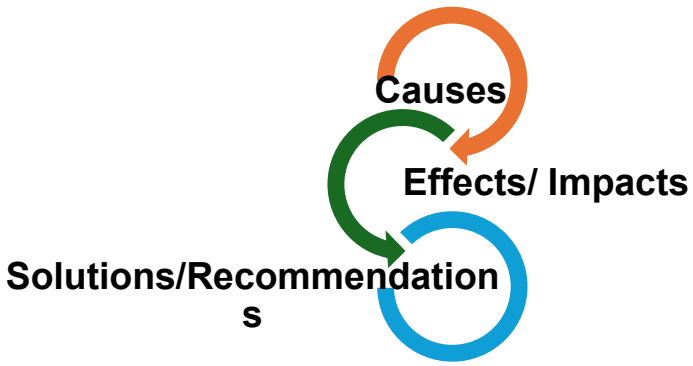
To complete a geographical research consideration MUST be given to an analysis and/or interpretation of a geographical phenomenon with a geographical perspective.

A geographical perspective considers the CAUSES, EFFECTS and SOLUTIONS to a geographical phenomenon or a geographical problem.

To research with a geographical perspective, an area of geographical interest MUST be identified.

As Geographers, we seek to understand and explain the interactions between humans, and between humans and the environment in space and time. This is achieved by asking questions or making informed geographical decisions on causes, effects, and solutions/recommendations to various phenomena around us.

FIGURE 1 – A GEOGRAPHICAL PERSPECTIVE



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EXAMPLES OF TOPICS FOR GRADE 12 RESEARCH

A Geographical Perspective MAY include: (This is only examples)

Climate and Weather:

- An analysis of weather patterns and data over a longer period in the Pretoria / Johannesburg CBD – gather temperatures over a period by using a weather app / daily newspaper.
- An analysis of a section of the Johannesburg CBD / Pretoria CBD and trends/patterns/relationships on Urban development and urban climates – taking photos of morning and afternoon pollution levels over the CBD.
- An analysis of the causes of local flooding and strategies that help prepare for and manage natural weather disasters in Gauteng e.g. Floods/Droughts.
- Local climates in Gauteng and its impact on settlements and farming activities.

Geomorphology:

- A study of processes and factors influencing flow patterns in local stream/rivers – Vaal River/Klipriver/Hennopsriver.
- A study of the human impact on flow patterns of the Jukskei river in Alexandra/Pretoria.
- Catchment and river management in Gauteng in your area.
- Challenges created by the Department of Water and Sanitation regarding provision of water to local communities

Settlement Geography:

- A study of transport patterns in the local community.
- Urbanisation trends and patterns in Pretoria/Johannesburg CBD.
- Lack of planning by local municipalities in the provision of basic services e.g. housing/education/electricity
- Infrastructure failure – roads/railways/electricity/water.
- The rapid rise of informal settlements and related issues in my local community.
- Consider areas of environmental, economic and social justice issues.

Economic Geography:

- The 4th Industrial Revolution and its impact on employment in my local community/ municipality/ Gauteng – find information of people working from home instead of going to offices / people working for overseas companies.
- A study of the local informal sector and its impact on the local economy/employment.

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NB: Learners may choose any other current/contemporary relevant geographical issue as a research topic.

after thinking about various issues affecting the citizens of Gauteng, think about your local community and challenges that are faced daily.

(Refer to a local/regional/national NEWSPAPER and determine how many of the articles relate to a geographical perspective) …

STEP 1: HYPOTHESIS

Formulating a hypothesis OR a geographical statement

Development of Hypothesis testing in the Geography FET:

- Choose a specific area of study where a hypothesis can be made.
- During this stage a hypothesis MUST ask the following:

WHERE IS IT? (Location of the challenge identified)

WHAT IS IT? (Identification of the challenge)

WHY IS IT THIS WAY? (Causes of the challenge)

WHAT IS THE IMPACT OF IT? (Impact on humans and the natural environment)

HOW OUGHT IT TO BE? (Solutions to the challenge)

HUMAN IMPACTS? (What role do humans play in the challenge)

THE BIG IDEAS OF CAPS (Empirical Analytical Approach)

Follow the research processes/activities to ensure that the geographical statement is well defined.

An example of a possible hypothesis in Climate and Weather: Urban Climate

How does the geographical problem impact on **spatial pattern**?

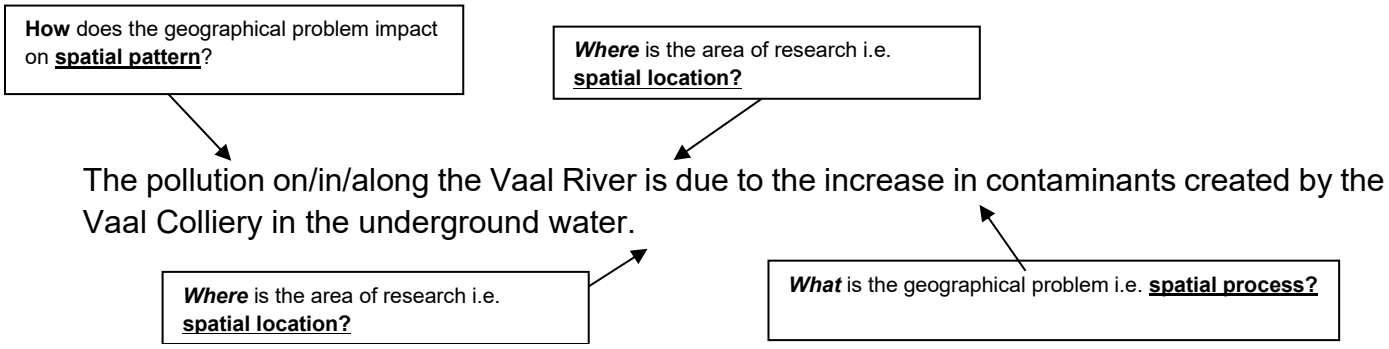
Where is the area of research i.e. **spatial location?**

An analysis of weather patterns and climatic data over a longer period in the Pretoria CBD demonstrate the negative impact of Climate Change.

What is the geographical problem i.e. **spatial process?**

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An example of a possible hypothesis in Geomorphology: Catchment and River Management



With a probing question, you must determine the geographical problem that was identified in your hypothesis.

- What do I need to ask to get to the answer?
- Do not simply rewrite the purpose as a question sentence!

For example:

- What will be the impact of severe hail and thunderstorms on the runoff in Pretoria?
- The poor infrastructure in Gauteng has a direct impact in the water crisis in Benoni.

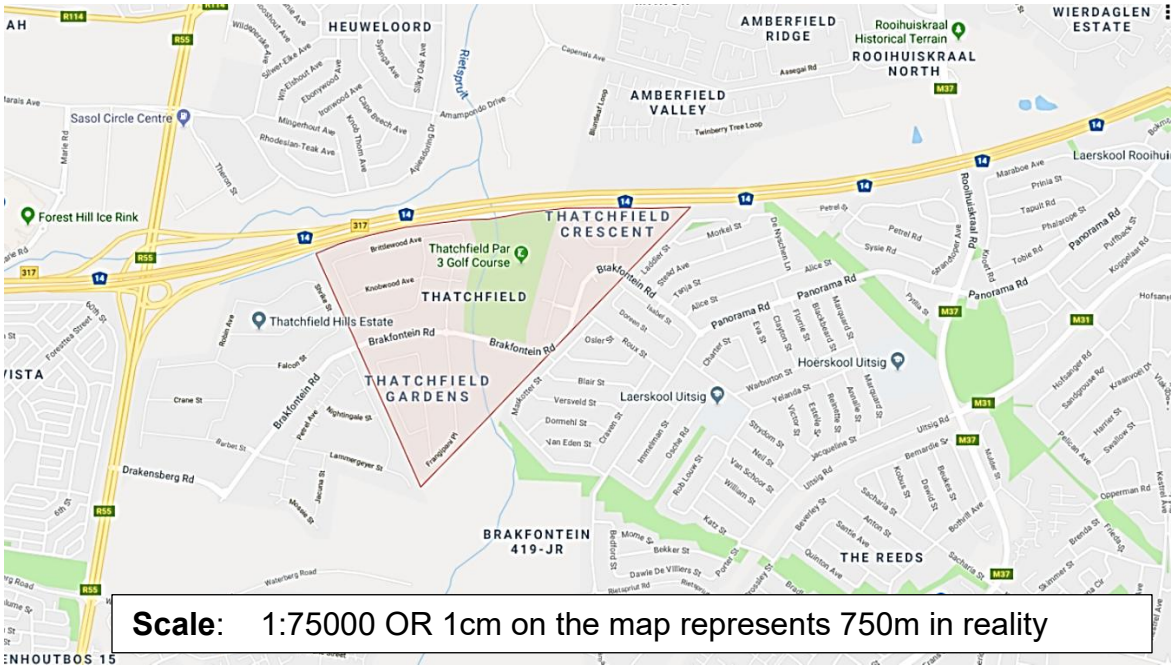
STEP 2: MAPPING

- Provide a map of the area in the hypothesis from Google maps / the internet **or use AI** to create a most recent map of the area of study.
- During this stage create a buffer zone around the area where the geographical problem exists.
- The map should have a clear legend/key and must be drawn to scale. The scale must be indicated on the map.
- If the map used covers a wider area, buffer zones around the area of study should be created.
- The map used should be the **most recent map of the study area**.

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Example: Traffic congestion out of the Thatchfield Estates in Centurion

Heading: Street map of Centurion



Source: Google map

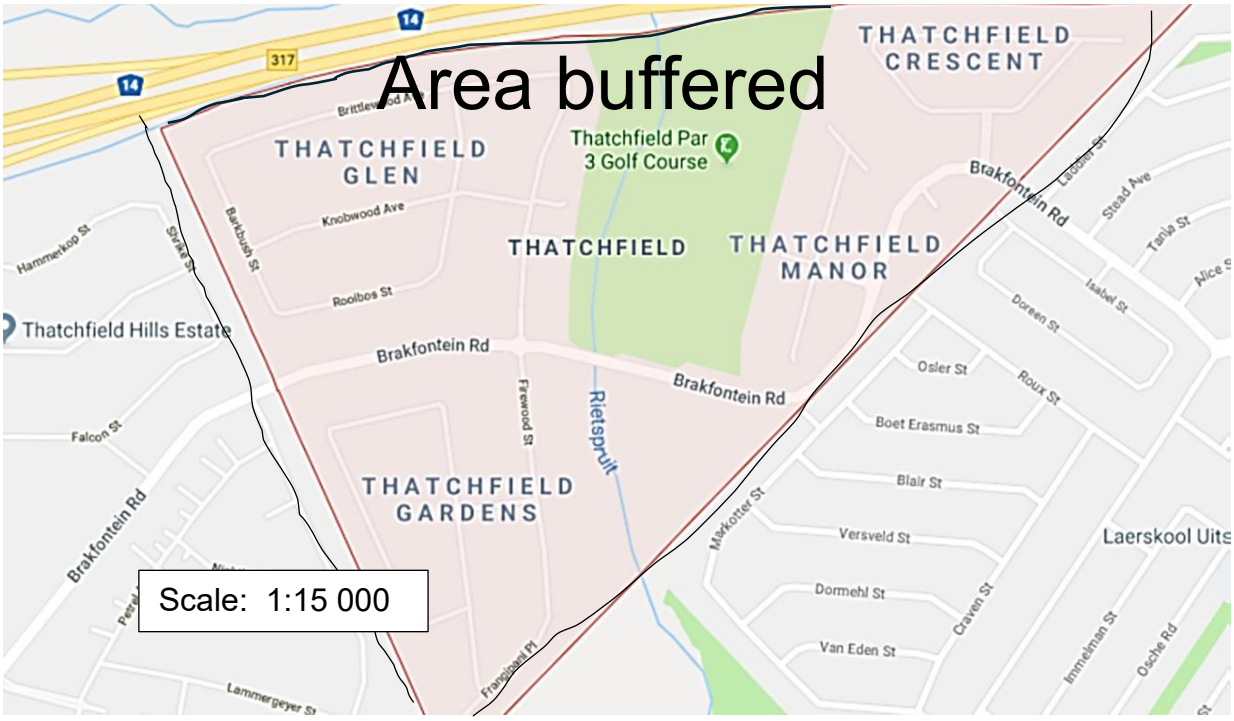
Arial photo of street map of Centurion



Source: Google map

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Buffered area of Geographical study area



Source: Adapted from Google map

STEP 3: BACKGROUND INFORMATION

Background information about an area of study.

Identify on the map where in South Africa the study area is located: Coordinates (This can be indicated on the map)

Give in a PARAGRAPH a brief introduction and description (background information) of the city (study area) you have selected in terms of:

- Historical background
- Population
- Description of the location of your study area (challenge identified in your in relation to the hypothesis) to the immediate surrounding area.
- Other relevant statistical information.
- Include/attach your articles
- Reference your information

Remember to include What, Where, When, Why, Who and How.

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Example: Traffic congestion out of the Thatchfield Estates in Centorion

The suburb of Thatchfield-Centurion is located in the city of Pretoria in the Gauteng province. Its coordinates are 25053'39.01"S 28007'10.05" E. In 1964 a section of the farm Olievenhoutbosch was bought to develop cottaches with thatched roofs on. In 1974Charles Ellis developed cottages, and he submitted a township development application, which led to the approval of Thatchfield Close and Thatchfield Hills some 30 years later. finalized the township application and acquired the property in 2001, and the first phase of the development was launched in 2003.
The estate is called Thatchfield because of the rolling fields of thatching grass.

Thatchfield Estate consists of several estates within Centurion, including Thatchfield Close, Crescent, Gardens, Glen, Manor, Heights, and Hills. The estates include houses, townhouses, duets, apartments, and vacant land, with freehold stands ranging from 400 sqm to 1,500 sqm. It features a nine-hole golf course, a driving range, two floodlit tennis courts, a basketball court, a communal braai area, jogging trails, and excellent birdwatching opportunities along the Rietspruit River.

It is situated within the suburb of The Reeds, centrally located in Centurion. It is popular with the middle class, known for its prime location, dolomite-free area, excellent security, and surrounding beauty, with easy access to the R55 and N14.
Source: https://www.google.com/search?q=background+information+on+thatchfield+ridge+estate+centurion

STEP 4; DATA COLLECTION

Analysis and synthesis of data (Data Representation)

- Collected data should now be used to formulate a discussion around the existing geographical problem.
- Represent information graphically (creatively) where necessary, for example graphs, sketches, photographs etc.
- Graphic information must be analysed during this stage.

KNOW THE DIFFERENCE BETWEEN PRIMARY AND SECONDARY RESEARCH SOURCES

- **Primary research sources** are data which is obtained first hand. This means that the researcher conducts the research themselves or commissions the data to be collected on their behalf. Primary research means going directly to the source, rather than relying on pre-existing data samples. For example, questionnaires, WhatsApp polls, Google forms, taking pictures etc**. Copies of this must be included in the task as evidence**.

- S**econdary research sources** or desktop research is a research method that involves using already existing data. Existing data is summarized and collated to increase the overall effectiveness of research. These documents can be made available by public libraries, websites, data obtained from already filled in surveys etc. Secondary data must be in your

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own words – avoid plagiarism here. Example of secondary data: Newspaper articles, Government department statistics, Books, Internet. etc**. Copies of this must be included in the task as evidence**.

Example of Primary data:

Example of questionnaires send out on paper:

RESEARCH ON TRAFFIC CONGESTION IN THATCHFIELD:

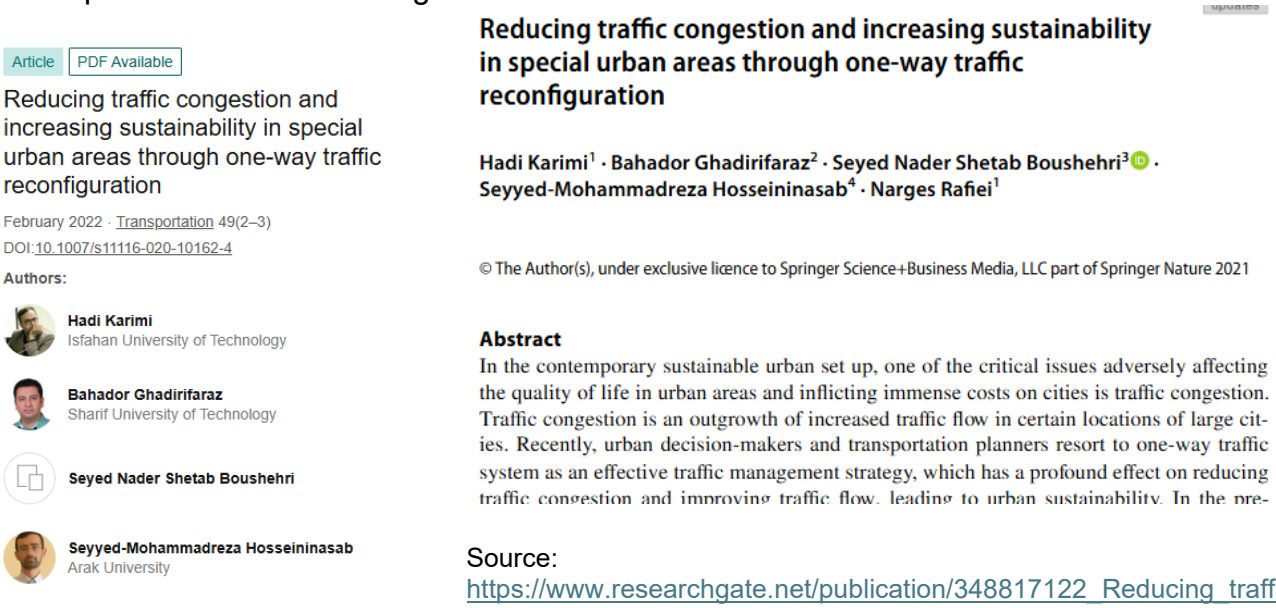
CONDUCTED BY _____ SCHOOL: _____

RESEARCH TASK: PLEASE TICK THE SUPPLIED CHOICES:

MALE: _____ FEMALE: _____

1. **If you leave your house in the morning, what is your purpose for leaving ?**
    - Going to work
    - Dropping children off at school, then back home
    - Dropping children off at school, then to work
    - Other reason:
2. **What time do you leave your dwelling in the morning?**
    - 5:30
    - 6:30
    - 7:00
    - other time:

Example of secondary data:
Article published on traffic congestion:



Article PDF Available

Reducing traffic congestion and increasing sustainability in special urban areas through one-way traffic reconfiguration

February 2022 · Transportation 49(2–3)
DOI:10.1007/s11116-020-10162-4

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Reducing traffic congestion and increasing sustainability in special urban areas through one-way traffic reconfiguration

Hadi Karimi[1] · Bahador Ghadirifaraz[2] · Seyed Nader Shetab Boushehri[3] · Seyyed-Mohammadreza Hosseininasab[4] · Narges Rafiei[1]

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Abstract
In the contemporary sustainable urban set up, one of the critical issues adversely affecting the quality of life in urban areas and inflicting immense costs on cities is traffic congestion. Traffic congestion is an outgrowth of increased traffic flow in certain locations of large cities. Recently, urban decision-makers and transportation planners resort to one-way traffic system as an effective traffic management strategy, which has a profound effect on reducing traffic congestion and improving traffic flow, leading to urban sustainability. In the pre-

Source:
https://www.researchgate.net/publication/348817122_Reducing_traffic_

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STEP 5: DATA PRESENTATION

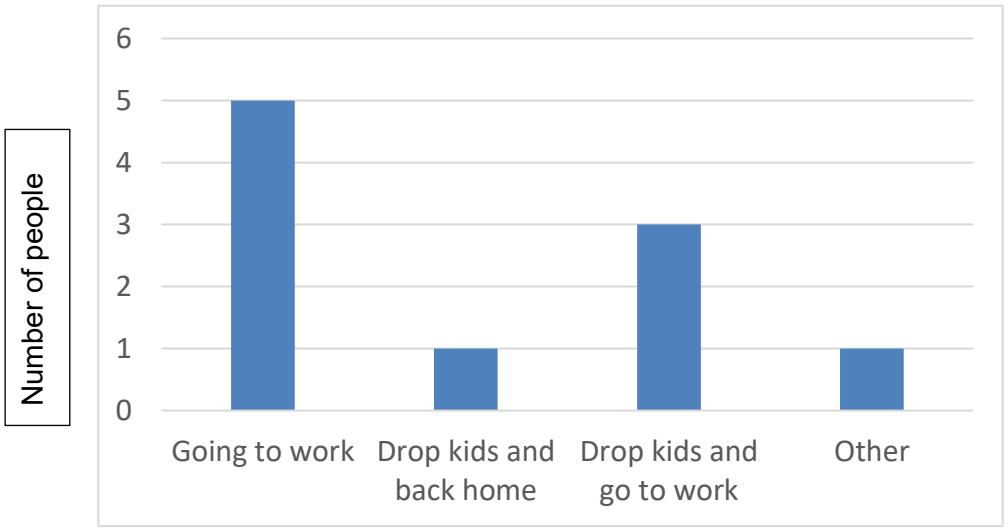
Data presentation involves using visual techniques to disclose quantitative information collected, making complex data understandable and actionable.
Tools like charts, graphs, tables, and infographics, along with concise explanations, facilitate quick comprehension and informed decision-making

- Collected data should now be used to formulate a discussion around the existing geographical problem.
- Represent information graphically (creatively) where necessary, for example graphs, sketches, photographs etc.
- Graphic information must have a key and short description of the presentation.

Example

Example: Traffic congestion out of the Thatchfield Estates in Centurion

RESULTS OBTAINED FROM 10 INTERVIEWS PLOTTED ON A GRAPH



The bar graph above represents the responses to the questionnaire completed by 10 residents in the Thatchfield Estates in Centurion.

STEP 6: DATA ANALYSIS AND INTERPRETATION

Data analysis is the process of uncovering patterns and trends in the data. Data analysis examines collected data to find patterns and trends, while **data interpretation** involves assigning meaning to those findings and drawing conclusions. It's a structured process that transforms raw data into actionable insights.

Data analysis:

- helps to organise data collected

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- summarise collected data
- turning raw data into meaningful insights,
- identify the cause and impact of challenges identified in the hypothesis
- enable decision making,

Example: Traffic congestion out of the Thatchfield Estates in Centurion

From the results collected above from 10 residents of the Thatchfield vicinity we can conclude:

- 5/10 people left home in the mornings to make their way to work.
- 1/10 people left their homes in the morning to drop their children off to school and went back home.
- that 3/10 people left in the mornings to drop their children off at school and then made their way to work
- 1/10 people left home in the morning for a different reason.
- According to my previous calculations, the current population living in Thatchfield is 21713.

Therefore, from research collected above we can conclude that:

- Number of People going to work: 21713 x 5/10 =10856.5. rounded off=10857
- people leave home in the morning to go to work.
- Number of People dropping kids off at school then back home:
- 21713 x 1/10 =2171.3. rounded off=2171 people leave home in the morning to drop kids off at school and then go back home

Data interpretation:

- It's a structured process that transforms raw data into actionable insights.
- assigning meaning to those findings and drawing conclusions.
- Looking for patterns that will form the basis for answering your research inquiry/hypothesis
- reviewing data and arriving at relevant conclusions
- helps make informed decisions
- Find trends and take action

Example:

Example: Traffic congestion out of the Thatchfield Estates in Centurion

The results above indicate that people have had to adjust sleeping habits and wake up earlier to get to their destination. We understand that Thatchfield is a highly populated area that does not have the sufficient road infrastructure to accommodate the people, so the people have taken this upon themselves to overcome this.

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They sleep late and wake up earlier, causing very tiresome people travelling very early in the morning where a lot of people are also travelling at the same time, possibly endangering lives. Lack of sleep causes your brain to not function at its average rate; therefore, stress levels are immediately increased and cause a steady decrease in amounts of energy being able to be produced by your body, affecting work and school once again. We see that time management is scrutinized because there is no time. All of it is done to try get a pathway out of Thatchfield in the mornings.

STEP 7: RECOMMENDATIONS, POSSIBLE SOLUTIONS AND CONCLUSION

Recommendations and solutions:

Recommendations allow you to suggest specific interventions or strategies to address the issues and constraints identified through your study.

- Make recommendations to solve the geographical problem in question.
- Present original and realistic opinions as far possible

Example:

Example: Traffic congestion out of the Thatchfield Estates in Centurion

I recommend the following solutions:

- That in depth impact studies are conducted to eliminate the poor town planning and road development before the development of a new residential area is implemented.
- Town planners need to upgrade their development plans that allow for a certain length of road to be added to Thatchfield for every 100 people living in the vicinity.
- The need to ensure that development around roads that reached their full capacity are reconsidered/stopped unless the construction of more double or triple lane main roads is planned.

Conclusion:

ACCEPT OR REJECT the hypothesis.

- Decide to either ACCEPT or REJECT the hypothesis.
- Provide reasons for either ACCEPTING or REJECTING the hypothesis.

Example:

Example: Traffic congestion out of the Thatchfield Estates in Centurion

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The results of the research prove that the number of people using the infrastructure/roads around the Thatchfield Estates in Centurion exceeds the developed infrastructure giving access in and out of the Estate and results in traffic congestion during peak hours.

I therefore accept the hypothesis that there is a challenge with traffic congestion in Thatchfield Estates in Centurion.

STEP 8: BIBLIOGRAPHY AND SUBMISSION

Bibliography:

- A comprehensive bibliography should be included.
  (Use a Harvard referencing system: refer to the following website for a referencing generator: https://www.scribbr.co.uk/referencing/generator/harvard/). You can Uue the Havard Generator to compile your resources:

What is a Harvard Referencing Generator?

A Harvard Referencing Generator is a tool that automatically generates formatted academic references in the Harvard style.

It takes in relevant details about a source -- usually critical information like author names, article titles, publish dates, and URLs -- and adds the correct punctuation and formatting required by the Harvard referencing style.

The generated references can be copied into a reference list or bibliography, and then collectively appended to the end of an academic assignment. This is the standard way to give credit to sources used in the main body of an assignment.

- List web sites in full.
- Annexures of questionnaires and interviews conducted should be included.

Example:

> Pears, R. and Shields, G. (2019) Cite them right: The essential referencing guide. 11th edh. London: MacMillan.

Submission:

- For submission, ensure that a suitable cover page is included that represents the HYPOTHESIS, your NAME and GRADE COMBINATION.
- Ensure that a copy of your RUBRIC is attached.
- Attach ALL your primary and secondary data to the task for verification.

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Learners must provide evidence of AI use (e.g., screenshots of prompts entered) in Step 1 of the portfolio.

Rubric Integration (Add-on to Table 1)

Step	Descriptor Update (AI Integration)
Step 1: Hypothesis	AI may assist in identifying local issues, but hypothesis must be handwritten and learner-owned.
Step 2: Mapping	AI-generated maps allowed if scale, legend, and coordinates are correct.
Step 4: Data Collection	AI cannot replace fieldwork; only secondary data summaries may be supported.
Step 5: Data Presentation	AI visuals acceptable if properly referenced and explained.
Step 8: Bibliography	AI outputs must be acknowledged as a tool, not a source.

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RUBRIC FOR RESEARCH TASK

NAME OF CANDIDATE: _____ **GRADE:** _____

STEP	0-2	3-4	5-6	7-8	9-10	Educator Mark	Moderator Mark
FORMULATION OF THE HYPOTHESIS	• **No hypothesis** formulated. • Hypothesis does **not relate** to Geography curriculum and does **not identify a problem** (challenge/issue). • No geographical area is identified, and data (Primary/secondary) cannot be practically collected.	• Hypothesis **lacks clarity** • **Weak** connection to Geography content/Curriculum. • **Vaguely** addresses a problem with little specificity to a problem. • Area is **vaguely defined with it would be difficult to** collect data.	• Hypothesis is somewhat clear but. lacks strong alignment to the topic. • Identifies a General/vague area and problem but lacks clear geographical focus. • Some aspects of data collection are feasible.	• Hypothesis is clear and relevant to Geography but could be more specific in addressing a relevant issue • Area is defined but could be more precise. • Data collection is possible but may require refinement.	• Hypothesis is exceptionally clear and concise and strongly linked to a specific Geography topic/area. • Directly addresses a specific issue or problem. • Specific area is well-defined and appropriate which will allow for the effective collection of data on causes, impacts, and solutions.		

STEP	0-2	3-4	5-6	7-8	9-10	Educator Mark	Moderator Mark
MAP OF THE STUDY AREA	• No map is included, or the map is irrelevant. • If present, it lacks essential cartographic elements or contains significant errors, making it inappropriate.	• A basic or generic map is included with unclear labelling. • Essential cartographic elements are missing or incorrect. • The map is not well-integrated or does not meaningfully support the enquiry.	• A relevant map is included but lacks detail or accuracy. • Some cartographic elements are missing or incorrectly applied. • The map is somewhat relevant but not fully utilized.	• At least one detailed, accurately labelled map is used. • Most cartographic elements are present, but one may be missing. • Maps contribute to the enquiry but could be better integrated or analysed.	• More than one type of highly detailed, accurately labelled, maps used (e.g. road map, topographic map, aerial photo, orthophoto map, GIS or satellite imagery sources) of the specific study area • All maps include essential cartographic elements (title, scale, legend, north arrow, coordinates) • Maps are well-integrated and relevant.		

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MARK	1-2	3-4	5-6	7-8	9-10	Educator Mark	Moderator Mark
BACKGROUND INFORMATION	• Background information is missing or lacks basic details • The study area is poorly described in with unrelated and irrelevant details.	• Background information is provided but is too general, making weak connections to the hypothesis. • The study area is described but lacks clarity or key details related to the topic/study	• Background information provides some context to the study area but is incomplete. • The geographical area is somewhat described with some relevance to the research topic	• Background information provides strong context and references. • The geographical area is well-defined, appropriate, and clearly linked to the research question.	• Background information is comprehensive, well-researched, and includes historical and spatial context. • The geographical area is precisely defined, and the information is clearly relevant to the research topic and hypothesis.		

MARK	1-2	3-4	5-6	7-8	9-10	Educator Mark	Moderator Mark
DATA COLLECTION	• Secondary sources are unreliable and incomplete, outdated, vague, or non-existent • Data collected is irrelevant, with no attempt to collection of primary data. (e.g. fieldwork, surveys, or interviews	• **Secondary data collection is attempted** but limited and lacks organization and is vaguely related to study area and • Basic attempts at collection of primary data (e.g. fieldwork, surveys, or interviews), but not directly linked to study area.	• **Secondary sources (data) are collected using basic methods e.g. internet and** are somewhat reliable. • **Evidence of attempt of p**rimary data collection which is somewhat relevant but may have gaps. (e.g. fieldwork, surveys, or interviews)	• A variety of **reliable** secondary data sources and methods are used and are mostly appropriate. (e.g. newspapers, periodicals, journal articles, research papers, internet sources, blogs, Facebook etc newspapers • **Primary data (e.g.** Surveys and interviews) **is well-collected, organized, and mostly reliable.**	• Wide range of **comprehensive, relevant, reliable, and well organized, s**econdary sources (Government and Official Reports, Research Publications, News Articles and Media Reports, NGO and Environmental Organization Reports) are used • Multiple relevant primary sources are used, and data collection methods are appropriate, detailed and relevant to the study area. (e.g. surveys and interviews)		

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STEP	1-2	3-4	5-6	7-8	9-10	Educator Mark	Moderator Mark
DATA PRESENTATION	• Entirely inaccurate representation of data which is not related to hypothesis and topic. • Graphs, tables, or maps are missing, unclear, or irrelevant and without labels.	• **Data representation is unclear** or incomplete but somewhat related to topic and hypothesis • Graphs, tables, or maps may lack proper labels, units, or accuracy, making them difficult to understand.	• **Data is represented cover the topic and is vague related to the topic and hypothesis but with basic accuracy.** • Graphs, tables, or maps are present with labels but lacks explanation and relevance to hypothesis	• **Data is clearly represented** using well-labelled graphs, tables, or maps that are effectively related to topic and hypothesis • Clearly illustrate key findings with correct labels and attempt to discuss the relevance to the study	• **Data is represented effectively and accurately,** with well-designed graphs, tables, and maps which are directly linked to the topic and hypothesis • Visuals are clear, properly labelled, and enhance understanding of the findings through explanation and discussion of findings		
STEP	**1-4**	**5-8**	**9-12**	**13-16**	**17-20**	**Educator Mark**	**Moderator Mark**
DATA ANALYSIS AND INTERPRETATION	• No patterns or trends identified • Information is copied with no understanding. • The learner presents numbers or facts without explanation • No attempt to link the data to the research hypothesis	• Few patterns or trends are mentioned but not well-developed. • Limited understanding of what the data shows. • Some trends are pointed out, but explanations are vague or unclear. • Little effort to connect the findings to the research question.	• **Some logical explanations are given.** • **Shows a fair understanding of the data** • **Clear attempt to explain what the data illustrates** • **Some evidence is used to support findings.** • **Minor gaps in reasoning or missing details.**	• Logical and structured analysis of data • **Shows a good understanding of the data** • Data is linked to the research question/topic • Trends and relationships in the data are well explained. • Data supports conclusions with good reasoning.	• Strong evidence to support findings with insightful discussion of patterns, trends, and relationships (causes and effects). • Data is analysed with clear reasoning and strong connections to the research question/topic/hypothesis. • Trends are well-explained and supported by specific evidence. • The learner interprets the data beyond the obvious		

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MARK	1-4	5-8	9-12	13-16	17-20	Educator Mark	Moderator Mark
RECOMMENDATIONS, SOLUTIONS AND CONCLUSION (ACCEPT/REJECT HPOTHESIS).	• Recommendations are unclear, irrelevant, or missing. • No clear link between recommendations and the geographical issue. • No conclusion or hypothesis decision. • Hypothesis was not accepted or rejected	• Limited recommendations that do not fully address the problem • Weak link between recommendations and the problem. • Conclusion is vague or lacks clear connection to findings. • Hypothesis was incorrectly accepted or rejected	• Addresses the problem with some recommendations but lacks detail or clarity. • Some connection, but recommendations to the hypothesis are general or weakly linked. • Conclusion is present but weakly justified. • Accepts or rejects the hypothesis based on findings	• Recommendations are mostly clear and relevant but lack some depth. • Mostly clear connection with minor gaps in reasoning. • Conclusion is mostly sound but lacks some depth in reasoning. • Accepts or rejects the hypothesis based on findings	• Provide clear, well-structured, and relevant recommendations fully addressing the geographical problem. • Strong connection between recommendations and the identified geographical issue. • Strong, well-reasoned conclusion that clearly accepts or rejects the hypothesis based on findings.		

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MARK	1-2	3 - 4	5 - 6	7-8	9-10	Educator Mark	Moderator Mark
BIBLIOGRAPHY AND PRESENTATION	• No or incorrect referencing format • The research task is poorly structured, with no clear headings or formatting. • Numerous spelling and grammatical errors make the content hard to follow. • AI used but no evidence submitted.	• Referencing is weak, with frequent errors and missing details. • Minimum number of sources and some are questionable. • The presentation lacks organization and has multiple formatting issues. • AI used but no evidence submitted.	• Referencing is inconsistent, with multiple formatting errors. • 5 to 6 credible sources with some sources being unreliable • Formatting inconsistencies and occasional structural issues affect readability. • AI used but no evidence submitted.	• Mostly correct referencing with minor errors. • 7 to 8 mostly credible and relevant sources. • The task is well-organized and mostly professional. Headings and formatting are used effectively • Some evidence of AI used in the task submitted.	• Consistently applies correct referencing style (e.g., Harvard). • 9 to 10 credible and correctly formatted sources • The research task is professionally presented with a clear structure, appropriate headings, and logical flow. • Formatting is consistent, with well-integrated visuals (graphs, maps, tables) that enhance understanding. • Evidence of AI used in the task submitted.		
						Educator Mark	**Moderator Mark**
COMMENTS:							

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GEOGRAPHY – RESEARCH 2025

ANALYSIS GRID

SCHOOL _____

STEP	MARKS	TOPIC	TAXONOMY			TOTAL	CHALLENGE			TOTAL
			LOWER-ORDER	MIDDLE ORDER	HIGHER-ORDER		Easy	Medium	Difficult	
1	10	HYPOTHESIS		5	5	10		10		10
2	10	MAPPING		10		10		5	5	10
3	10	BACKGROUND INFORMATION	5	5		10	10			10
4	10	DATA COLLECTION	5	5		10		10		10
5	10	DATA PRESENTATION		10		10	5	5		10
6	20	DATA ANALYSIS AND INTERPRETATION	5	5	10	20		10	10	20
7	20	RECOMMENDATIONS /SOLUTIONS		10	10	20		10	10	20
8	10	BIBLIOGRAPHY	10			10	10			10
		TOTALS	20	500	25		**25**	**50**	**25**	**100**
		ACTUAL %								

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